DOCUMENT RESUME

ED 141 563 08 CE 011 405

AUTHOR King, Sylvester; And Others
TITLE Closing a Training Program. Self-Paced Instructional Module. Module Number XI.
INSTITUTION Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Dec 76
GRANT G007500439
NOTE 27p.; For related documents see CE 011 375-407
AVAILABLE FROM Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Adult Vocational Education; *Industrial Education; Industry; *Interagency Cooperation; *Leadership Training; Learning Activities; Learning Modules; *Program Administration; *Program Evaluation; Services
IDENTIFIERS *Industry Services

ABSTRACT

One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on closing a training program. (The type of industry services program for which these materials were developed would involve provision of job training by public agencies for new or expanding private industries.) The first learning activity is designed to provide the learner (industry services leader) with the needed information on his responsibilities in closing a training program in order to effect a smooth transition of program resources and to assure adequate data for program evaluation. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to close a training program in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklists) are included for use by the learner and instructor/supervisor to assess progress. Case study information and forms for use in evaluating a training program are appended for guidance in performing the objectives. (JT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED141563

CLOSING A TRAINING PROGRAM

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SELF-PACED INSTRUCTIONAL MODULE

Prepared by:
Sylvester King
Kent Brooks
Kenneth L. Simmons

Published by the:

Division of Vocational-Technical Education
Mississippi State Department of Education
Jackson, Mississippi

and

Research and Curriculum Unit for Vocational-Technical Education
College of Education
Mississippi State University
Mississippi State, Mississippi

Direct inquiries to the:

Research and Curriculum Unit
for
Vocational-Technical Education
College of Education
Drawer DX
Mississippi State, Mississippi 39762
Phone - (601) 325-2510

This publication was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Grant Number: G007500439

December, 1976

Mississippi State University does not discriminate on the grounds of race, color, religion, sex, or national origin.

TABLE OF CONTENTS

	Page
Instructional Procedure	1
Supplementary Teaching/Learning Aids	2
Objectives	2
Introduction	3
Learning Activity I: Information	3
Learning Activity II: Practice Performance	13
Check-Out Activity: Performance in Real Work Situation	14
Appendices	
A-1 Performance Checklist for Practice Situation	15
A-2 Performance Checklist for Real Work Situation	17
B. Case Study Information	19
C. Worksheet for Closing a Training Program	23
D. Trainee Checklist for Appraising Industry Services Program	27
E. Outline for Assessing Training Program	29
F. Statistical Report Form	35

INSTRUCTIONAL PROCEDURE

This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished.

The first learning activity is designed to provide you with the needed **background information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to close a training program in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A-1) is used by the learner and the instructor/supervisor to assess progress in a practice situation. The **Performance Checklist** (Appendix A-2) is designed to be used in the real work situation.

After reading the **Objectives** and the **Introduction** on pages 2 and 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

* If you already have the necessary **background information** required for closing a training program, you may not need to complete **Learning Activity I**, p. 3.
* If you already have had **practice** in closing a training program, you may not need to complete **Learning Activity II**, p. 13.
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 14, and close a training program when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.

SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, additional information on the topic is available. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities. There are no prerequisites for completing this module. However, you may use this module in conjunction with the following modules: module number II-B, **Writing Articles for News Media**; module number XII, **Developing a Plan for Placing Graduates of a Pre-Employment Training Program**; and module number XIII, **Evaluating Industry Services Programs**.

Learning Activity I

* Reports from other industry services leaders or vocational directors who have closed training programs

Learning Activity II

* (Same resources cited in Learning Activity I)

Check-Out Activity

* State coordinator for industry services
* Local administrator of vocational-technical education
* Representative from state employment service office
* Representative from client company
* Representatives from community industrial development groups

OBJECTIVES

1. After completing the required reading, take the learner self-test to demonstrate you have attained the knowledge of closing a training program. You should complete all items correctly. (**Learning Activity I**)

II. After analyzing the performance instructions, complete all the designated experiences in closing a training program in a practice situation. Your work must conform to the worksheets and checklist provided in the Appendices. **(Learning Activity II)**

III. In an actual work situation, close a training program. Satisfactory performance will be realized when all items on the performance checklist (Appendix A-2) are rated "yes." **(Check-Out Activity)**

CLOSING A TRAINING PROGRAM

INTRODUCTION

The goal of the industry services leader is to work toward graduating competent prospective personnel for a new or expanding industry. Although graduating the trainees, turning off the power, and locking the doors may terminate the training activities, the industry services leader must perform other duties in order to effect a smooth transition of program resources.

The purpose of this unit is to outline the responsibilities of the industry services leader in closing a training program.

LEARNING ACTIVITY I: INFORMATION

You should study the information presented on the following pages. You may wish to secure reports and/or discuss closing training programs with other vocational-technical education personnel who have closed training programs. After reading these reports or involving yourself in the discussions, you will demonstrate knowledge of closing a training program by completing the **Learner Self-Test**, p. 7 . You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**, p. 11 .

I. ACTIVITIES TO BE PERFORMED PRIOR TO CLOSING PROGRAM

A. **Determine the exact date the training activities will end.** On the one hand, training activities may be completed ahead of schedule. On the other hand, unusual circumstances may present a need for the program to be halted prior to the completion of training activities. In other cases, the length of the training program may be extended. The industry services leader must constantly monitor the evolving aspects of the program and make adjustments as necessary to insure a smooth transition from one phase of training to another.

B. **Determine the status of borrowed equipment, tools, and supplies.** If the training program is extended, it will be necessary to notify appropriate persons, and, if necessary, make arrangements to obtain other items if the borrowed items are returned. Inform the lender of the date and time items will be returned.

C. **Determine the status of rented equipment and facilities.** Rental fees should be calculated and submitted to the proper authorities. Funds for rental costs may be reimbursed from the state division of vocational-technical education and subsequently passed on to the industry services leader or local administrator for payment.

D. **A user should be located for equipment which was purchased, but no longer needed for industry services programs.** The equipment may be used in regular vocational programs or may be placed in the state warehouse for use by other educational institutions.

E. **Prior to closing the program, the industry services leader should interview at length a sample of the trainees to obtain their reactions regarding the worth of the training program.** Strengths and weaknesses of the program should be ascertained and suggestions should be obtained from the trainees for improving future training efforts. A sample form for collecting information from the trainees is presented in Appendix D.

II. ACTIVITIES TO BE PERFORMED IN CLOSING THE TRAINING PROGRAM

A. **Plan and conduct a graduation exercise for trainees.** The educational accomplishments of each graduate should be recognized. It has been found that the presentation of

certificates of achievement to each graduate is a high point in an industry services program. This session should not be taken lightly. It is most beneficial to all concerned when planned separately from ongoing instructional activities. Certificates seem to be appreciated less when presented haphazardly during the last instructional session.

Prior to the graduation date, the industry services leader must prepare certificates, secure speakers, and reserve a facility for holding the graduation exercises. A cross-representation of agencies involved in the training program should be invited to participate in the graduation exercises.

B. **Assist the graduates in the "next step."** Industry services programs may serve to build up much enthusiasm because of immediate job opportunities. However, some graduates may decline employment with the particular industry for which the training was held. Also, the company will decline to hire some applicants. The educational institution has an obligation to assist all graduates in finding employment. Since it is likely that the client industry will employ most of the graduates, procedures must be established in effecting a smooth transition from training to work. Every effort must be made to inform the graduates of interview schedules with the client company and plant start-up dates. Although graduates may be referred to the local employment service office for placement, the industry services leader should monitor all activities until the last graduate is successfully placed on a job.

C. **Meet with the instructor and client company representative to assess the worth of the training program and discuss future training needs.** This aspect of the industry services program is essential to improving future training efforts. The assessment should include detailed discussions of the objectives accomplished, those not accomplished, and the reasons for accomplishment or non-accomplishment. It should also include a discussion of the attitudes and abilities exhibited by those who participated in the training program. If future training needs are identified, tentative dates should be established for planning these programs. An outline for use during the client company/educational institution assessment of the training program is shown in Appendix E.

III. ACTIVITIES TO BE PERFORMED AFTER CLOSING THE TRAINING PROGRAM

A. **Return borrowed or rented equipment.** In preparation for the training program, the equipment may be installed in the school, industry, or community facilities. The initial industry services agreement will likely specify who will be responsible for disconnecting the equipment and moving it to the next user. Many vocational education centers have forklift trucks and other means for moving the equipment.

B. **Restore facility to the desired condition.** In most cases, this activity includes replacing furnishings and cleaning the facility.

C. **Complete records and financial obligations.** This activity should include the following work:

1. Pay instructors' salaries.
2. Pay rental fees for equipment and facilities.
3. Pay for equipment and supplies purchased.
4. Complete standard reports required by the institution and the state division of vocational-technical education.
5. Write a descriptive summary of the training program. (See Appendix F for sample outline.)

D. **Interview and observe former trainees on the job.** The interviews should focus on the following points:

1. What aspects of the training program were of most benefit to workers?
2. How could the training program be improved?

*Continue this learning activity by taking the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to the task of closing the training program. Check your answers with the **Answers to Self-Test**. If you fail to complete all items correctly, you may wish to refer back to appropriate parts of the module information.

Place a check (✓) mark indicating the correct answer in the space provided at the right of each statement.

		True	False
1.	The training program should be checked and redirected in accordance with the exact closing date.	_____	_____
2.	Items used in the training program are always owned by the local vocational-technical center.	_____	_____
3.	Equipment purchased for an industry services training program may be used in the regular vocational program.	_____	_____
4.	Views regarding strengths and weaknesses of the training program are solicited from the trainees.	_____	_____
5.	The industry services graduation exercises are deemed more beneficial and effective when they are conducted in a separate program from training activities.	_____	_____
6.	The industry services leader does not become involved in the placement procedures of the graduates.	_____	_____
7.	Inputs from the instructor and client company representative are essential for upgrading the effectiveness of the program.	_____	_____

	True	False
8. All outstanding financial obligations are settled at the close of the training program.	_____	_____
9. The training site must be restored to its original state.	_____	_____

ANSWERS TO SELF-TEST

1. True
2. False
3. True
4. True
5. True
6. False
7. True
8. True
9. True

*Proceed to the next learning activity for practice in closing a training program.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

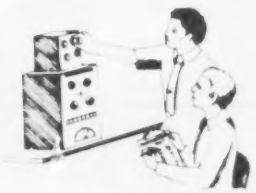
You will be required to practice closing a training program. Several subactivities must be completed in the process of closing a training program. The **Case Study Information** shown in Appendix B must be used as a basis for completing the practice exercises. You must also study the following forms: (1) **Trainee Checklist for Appraising Industry Services Program**, Appendix D; (2) **Outline for Assessing Training Program**, Appendix E; and (3) **Statistical Report Form**, Appendix F. Then you are to answer the questions shown on the **Planning Worksheet** (Appendix C). You will be evaluating your performance in completing the practice exercises using the **Performance Checklist**, Appendix A.

I. Review the **Case Study Information** found in Appendix B. In studying this information try to visualize what will have to be accomplished in order to close this training program after the last day of training. Imagine you are the industry services leader and the program is to terminate on the date as indicated in the case study.

II. Complete the **Planning Worksheet** for closing a training program found in Appendix C.

III. Use the **Performance Checklist** from Appendix A-1 to check your competency in completing the close-out activities in the practice situation. For satisfactory performance, all items on the checklist must be rated "yes."

*Completion of this learning activity should have prepared you for closing a training program in a real work situation. Proceed to the **Check-Out Activity**.



CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity which follows is intended to be conducted in an actual on-the-job situation. It may be completed without completing the two learning activities, if you think you have the proficiency to do so.

You must close a training program when given the assignment. You must visit with the industry services instructor and the client company representatives to discuss the plans for closing the training program. You may also wish to discuss the activities with the local vocational-technical education director and others. In any event, all persons involved in the program should be aware of your plans. Your performance will be judged by you instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A-2) must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A-1

PERFORMANCE CHECKLIST

Closing a training program in a practice situation.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

Were plans made to:

1. Settle financial obligations of the program? ☐
2. Return borrowed or rented equipment? ☐
3. Interview a sample of trainees to evalute the strengths and weaknesses of the program? ☐
4. Solicit inputs from the instructor and client company representative regarding the worth of the training program? ☐
5. Clean and store tools and equipment properly? ☐
6. Leave the training site clean and orderly? ☐
7. Give recognition for satisfactory completion of the training program to the trainees in the form of certificates and graduation exercises? ☐
8. Prepare standard reports required by the state and local administration offices? ☐
9. Assist trainees in securing employment? ☐

APPENDIX A-2

PERFORMANCE CHECKLIST

Closing a training program in real work situation.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. All financial obligations of the program were settled. ☐

2. Borrowed and/or rented equipment was returned in satisfactory condition. ☐

3. A sample of trainees were contacted to evaluate the strengths and weaknesses of the program. ☐

4. Inputs were solicited from the instructor and client company representative regarding the worth of the training program. ☐

5. Tools and equipment were cleaned and properly stored. ☐

6. The condition of the training site was left clean and orderly. ☐

7. Recognition for satisfactory completion of the training program was given to trainees in the form of a certificate and graduation exercises. ☐

☐

☐

17

APPENDIX B

CASE STUDY INFORMATION

A company has decided to consolidate its operation of five warehouse and distribution centers into three. The company has chosen to locate one of the three centers in the local community. The five present centers are regionally located throughout the United States. Storage and distribution of small do-it-yourself art kits is the business in which the company is engaged. Orders, large and small, for the art kits are processed and distributed from the five centers to smaller dealers all over the country. Inventories and order filling are controlled by a highly computerized and innovative system. The local distribution center will have computer linkage with the other two strategically located centers. The location of the three centers likewise provides for coverage of the entire USA.

When the local center is fully operational, the company plans to hire 20 people. A training program is being designed to train manpower in the following areas:

1. Cathode Ray Tube (CRT) operators. Operators will learn to operate a keyboard for feeding order information into a computer which displays information on the CRT. The CRT is similar to the screens which displays flight schedule information in the air terminals.
2. Order pickers. Order pickers must learn how to push carts along beside shelves while filling orders as instructed from a computerized order blank.
3. Stock handlers. Stock handlers must be able to use battery-powered carts for carring various sizes of cartons to keep the bins and shelves filled with supplies.

Pre-employment and in-plant training will be required to properly prepare persons for their specific jobs. Approximately 40 hours will be required for the pre-employment phase in each of the three categories. Specific rotation and timing schedules will be developed for each area. Upon completion of the 40-hour pre-employment training phase, all trainees will be provided an additional 40 hours of instruction in the main plant. Stock handlers will be sent to the company for instruction in the operation, safety, and maintenance of the stock-handling carts.

To allow for attrition, the training program will be populated with 25 to 50 percent more people in the three areas than will ultimately be selected by the company as employees. For CRT operators, 12 persons will be trained, while the projected need is six. Twelve order pickers will be trained, eight of which will be selected for employment. Of the 10 stock handlers trained, six will be employed.

Pre-employment training will include a videotape presentation depicting the entire storage and distribution process. The tape was prepared at one of the existing centers in another city.

The local training institution will provide the facilities for the pre-employment training, with the exception of the CRT. The client company will provide the CRT and other specialized supplies and equipment.

All instructors will be specialists provided by the company. Agencies such as the employment service, the research and curriculum unit, and the division of vocational-technical education will participate in carrying out the training program.

APPENDIX C

WORKSHEET FOR CLOSING A TRAINING PROGRAM

1. What is the exact closing date of the training program?

2. What are your plans for returning borrowed or rented equipment?

   a. Who will disconnect equipment?

   b. Who will transfer equipment?

   c. What date and time will equipment be picked up?

3. What are your plans for the graduation program?

   a. Time and date

   b. Facility suitable for the program

   c. Speakers

   d. Ordering of certificates

   e. Guests to participate in the program

4. What are your plans in terms of evaluating the strengths and weaknesses of the program (trainee feedback)?

5. How will you assist graduates in securing employment?

6. What plans will be made to clean and store equipment, tools, and supplies?

7. How will facilities be cleaned and restored to the original state?

8. How will you involve the client company representative and the instructor in assessing the worth of the program?

9. What are your plans for paying instructors?

10. What are your plans for paying outstanding bills for rent, equipment, tools, and supplies?

11. What are your plans for developing a statistical report on the results of the training program?

12. What plans do you have for writing a feature article on program success? (Refer to module number II-B, **Writing Articles for News Media.**)

13. What plans do you have for preparing standard reports required by state and local administrative offices?

APPENDIX D

TRAINEE CHECKLIST FOR APPRAISING INDUSTRY SERVICES PROGRAM

*What did you think was good about the program? Check all that apply.

_____ The program helped me learn how to perform the tasks.

_____ The program helped me pass the tests.

_____ The program helped me perform the tasks.

_____ The program was interesting.

_____ The instructional aids were good.

*What did you think was wrong with this program? Check (x) all that apply. This information will help improve future training programs.

_____ Did not understand the purpose of the program.

_____ Did not understand the information given during the program.

_____ The program had nothing to do with preparing for a job.

_____ The program took too long to complete.

_____ The program was too hard to complete.

_____ I did not understand the meaning of some instruction.

_____ The program needed more pictures, demonstrations, and illustrations.

_____ Did not have an opportunity to perform the tasks.

*How could the program be improved? Comments: _____

_____

_____

_____

_____

APPENDIX E

OUTLINE FOR ASSESSING TRAINING PROGRAM

PLANNING TRAINING PROGRAM

1. Was enough planning time available prior to the start of the training program?

2. Did the various agencies involved spend an adequate amount of time preparing for the training program?

3. Were the responsibilities for planning made clear to all concerned parties?

4. Was sufficient training provided for instructors prior to the start of the training program?

5. Were the manpower requirements clearly identified prior to the start of the training program?

6. Was a proper study made of the manpower availability prior to the start of the training program?

ORGANIZING TRAINING PROGRAM

1. Were the industry skills to be taught properly identified?

2. Were instructional materials developed based upon industry skills required?

3. Were instructional materials properly organized for effective use?

4. Were facilities and equipment ready for use?

5. Were proper communication channels established for the industry services staff?

6. Were proper communication channels established for prospective trainees?

MANAGING TRAINING PROGRAM

1. Did the proper number of trainees enroll in the training program?

2. Did the training program start on schedule?

3. Did the training program close-out date parallel the plant start-up date?

4. Was the length of the training program appropriate?

5. Did trainees receive the proper amount of training?

6. Were the instructional materials developed for the program used effectively?

7. Were the instructional activities appropriate to industry needs?

8. Was instruction handled efficiently (without redundancy or lost time)?

9. Was the training program properly monitored and coordinated?

EVALUATING TRAINING PROGRAM

1. Were the skills acquired by the trainees recorded?

2. Were opportunities provided for industry personnel to periodically review the progress of trainees?

3. Were the achievements of the trainees certified?

4. Were competent trainees provided opportunities for placement?

5. Were trainees satisfied with placement opportunities?

6. Did trainees progress on the job?

7. Are plans being made to use instructional materials produced for the program in future training efforts?

APPENDIX F

STATISTICAL REPORT FORM

STARTING DATE:

ENDING DATE:

1. Total number enrolled in program: _____
2. Number of dropouts: _____
3. Number completing: _____
4. Number hired: _____
5. Number who were offered employment: _____
6. Number who declined employment: _____
7. Reasons some trainees were not hired:

   _____

8. Reasons some trainees declined employment opportunity:

9. Number placed in other jobs: _____
10. Information on program success:
    a. Trainee attitudes after training program
    b. Trainee competencies
    c. Instructional strengths and weaknesses

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

Direct Inquiries To: Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State University, Drawer DX, Mississippi State, MS 39762 (601) 325-2510